DOCUMENT RESUME

ED 472 656 EC 309 418

AUTHOR	Moore, Susan Thompson.
TITLE	Asperger Syndrome and the Elementary School Experience: Practical Solutions for Academic & Social Difficulties.
ISBN	ISBN-1-931282-13-7
PUB DATE	2002-00-00
NOTE	195p.
AVAILABLE FROM	Autism Asperger Publishing Company, P.O. Box 23173, Shawnee Mission, KS 66283-0173; Tel: 913-897-1004; Fax:913-681-9473; e-mail: aapc@asperger.net; Web site: http://www.asperger.net ($23.95).
PUB TYPE	Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	*Academic Accommodations (Disabilities); *Asperger Syndrome; Assistive Technology; Autism; Classroom Design; *Classroom Techniques; Curriculum Design; Elementary Education; Grouping (Instructional Purposes); Individualized Education Programs; *Interpersonal Competence; Student Characteristics; Teamwork
IDENTIFIERS	*Social Skills Training

ABSTRACT

This book provides educators with an understanding of Asperger syndrome (AS) and how it affects a student academically and socially, and provides specific strategies for helping elementary school students with AS function successfully. Following an introductory chapter, chapter 2 presents the major areas of difficulty for individuals with AS with examples of each. Difficulties in pragmatic language, social interactions, sensory processing, motor functioning, and cognition are addressed. Chapters 3 focuses on organizational accommodations for students with AS. The strategies described offer structure and predictability for students with AS, that help them to develop a routine, keep themselves organized, and meet teacher expectations. Recommended accommodations are provided for classroom organization, grouping students, visuals, priming, assistive technology, note-taking strategies, student presentations, using an assignment notebook, homework, and assessments. Chapter 4 focuses on accommodations in the curriculum and addresses accommodations for mathematics, writing, social studies and science, reading, spelling/vocabulary, and special classes. Chapter 5 discusses strategies for developing social skills in students with AS, dealing with anxiety and difficult moments, and encouraging play. Specific strategies for social skills instruction are discussed. The final chapter provides tips for making an individualized education program team work effectively. (Contains 39 references.) (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS